

## Indiana Milken Educator's Network Meeting



**February 28, 2004**

**9 AM - 3 PM**

***Indiana Children's Museum***

### Hosts:

- Sheila Riley - Director of Collections at the Children's Museum
- Leslie Power - Director of School Services at the Children's Museum
- Rick Crosslin

### Guests:

- Sharon Cheney (Milken Educator from Tennessee) and husband Bill

### Very Special Guest:

- Dr. Suellen Reed, State Superintendent of Schools

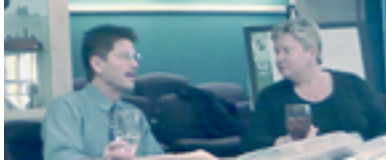
### Milken Educators (and their family members):

- Rex Bollinger (and son Bryce)
- Sarah Powley
- Christine Michael
- Mi Sang Han
- Leah Ward
- Matt Walsh
- Mike Frazier
- Ralph Walker
- Jan Weir
- John Frishie and wife Sue
- Mark Weaver and mother Barbara
- Sherry Annee and husband Tony and son Anthony
- Rick Crosslin
- Theresa Meyer



### Coordinator:

- Cathy Danyluk



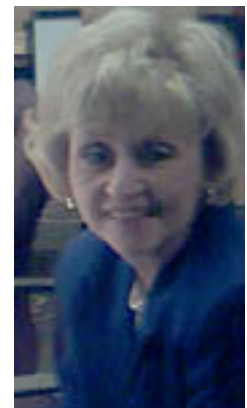
Rick Crosslin opened the day's meeting by introducing Sheila Riley who then gave a short introduction to the philosophy of the collections at the Children's Museum and then the group was divided into two groups. This was immediately followed by a tour of the "behind the scenes" of the museum.

After the fabulous tour, we returned to the museum board room where we were joined by Dr. Suellen Reed, State Superintendent of Schools.

Dr. Reed briefly discussed this difficult last short period of time with respect to "goings-on" at the State Legislature. She hopes that things will be resolved soon. She also is currently involved with her campaign for her re-election.

Leslie Power spent a short period of time discussing the different educational programs that the Children's Museum offers for college and university connections, K-12 teachers and students and for pre-service teachers. Many of the materials are web-based and several resources were passed around the group for review. Study trips are also encouraged for maximum participation. Each activity is tied to standards so that the work is Indiana curriculum-based. The new *Dinosphere* exhibit (which opens in June) will have a special preview exclusively for teachers on May 4th from 4-8 PM! There will be a maximum of 1000 teachers who will be participating and all teachers are encouraged to register early.

Dr. Reed continued her legislative update. As of this date, no educational bills have been passed so their outcome is questionable at this time. Saturday morning breakfasts occur with state legislators and representatives -- this is a good way to have discussions with the people who represent you - an opportunity to hear what is going on in your area and for them to hear your perspective. These meetings will typically be announced in the newspaper or Terry Spradlin will be able to give this information.



Ralph Walker asked Dr. Reed about the distressing financial state of affairs for many smaller communities who are really feeling the effects of less money for education and who anticipate worse times ahead. We all recognize that giving teacher's RIF notices is very demoralizing and depressing. We see that we are just turning the corner in making improvements and having less money is very, very difficult.

Jan Weir asked for Dr. Reed's perspective about reconciling full day kindergarten vs. the difficult state financial situation. Dr. Reed said that Indiana kindergarteners are the oldest in the nation (must be 5 years old by June 1st). We have delayed payments for schools, we have some school districts who offer kindergarten full day on a voluntary basis - we all agree that mandatory kindergarten is something that will likely occur but just not this year. Currently 9 states have mandatory full day kindergarten and 14 states have mandatory kindergarten.

Rick Crosslin brought up the issue of science elementary education and how we are offering training or in-servicing teachers. He wants to have these inservices which are standards-

based (not just having institutes of higher education come and talk to teachers about how to use an electron microscope!) so that primary teachers can take their experiences back to the classroom which can be *used* in their curriculum which are standards-based. Dr. Reed suggested that partnerships between facilities like the Indianapolis Zoo, the Children's Museum and others can really help teach teachers how to integrate science standards into their daily lessons. Mark will be involved in developing projects in this area as he will be taking a one year sabbatical (in his role as Indiana Teacher of the Year) to work in the Department of Education.

John Frishie brought up the issue of distance learning and the difficulty with all the different time zones. Dr. Reed agreed that "Indiana needs to be on *one* time zone -- we need to pick one and go with it!" She suggested that having all the different time zones really does hurt us economically as well.

Dr. Reed discussed the integration of PL221 and ISTEP and the P16 Plan. 2005 will be the year that schools will show their three years of data in terms of placing them into one of the 5 categories. Science had 5th grade testing this last fall and will continue testing in grade spans over the next 3 years. The GQE this next fall will be the new form - for students who failed under the old form, they will continue to take the re-test under the old form and then ones who take the new form will continue to take the new form. This could potentially cause confusion in terms of administering the tests.

The CORE 40 tests "still will Algebra I and Language Arts 11th grade but it can be administered either electronically or with hand-written tests." We still will be having the 3 major tests in all 4 core areas (English, math, science and social studies) once we have to money to administer. The CORE 40 results will be used two-fold: (1) to ensure that the standards are being taught and (2) for placement in post-secondary course work (at the university or college level). Every six years, the standards will be reviewed by the state curriculum committee. We will still be tested under the NAPE and the TIMS standards for the national data correlation.

Dr. Reed said that there are more requests from school systems to come and speak about the P16 Plan - this is encouraging that people are asking questions about the plan and they are getting more involved in the process. We hope to continue to keep records and "Eliminating the Achievement Gap" is really big right now and how different school systems are accomplishing this is a focus. There are ten parts to the plan and each has a different focus as they relate to educational improvement. Phase II of the plan is starting right now and this will include both implementation and the fiscal planning on how to accomplish the strategies.

Mike Frazier brought up a concern that Journalism is not included as part of the CORE 40 credit (in terms of English). Indiana has an excellent reputation in terms of the High School Press Association and that standards are being developed and implemented.

A fabulous lunch was graciously provided by the Children's Museum which was then followed by the afternoon Indiana Milken meeting. The topics were organized and presented by Theresa Meyer and Mark Weaver.

We were joined by Dr. Jetta Tarr who is working on the Teacher Quality Project Update.

She emphasized that reflection is such an important part of the educational process and the work she is doing is qualitative in nature (as compared to the work being quantitative). The purpose of the survey is to collect reflective data in terms of what characteristics and experiences of superior teachers makes them work the way that they do. She wants to "find those nuggets of gold" -- those characteristics and strategies that work and help the students in our classrooms.

Dr. Tarr stated that from what she has discovered so far, our "passion" is foremost and our "high expectations" is what makes us different from other staff members. Our plates are full but we always have time for someone who needs help or guidance. We need time but we are not victims of time. We make sure that kids succeed and we make sure kids reach their potential. We know the power of contextual teaching. We are not limited by standard assessments. Our focus on subject matter is exceptional because that is "what we do." We communicate well. Our instruction is parallel to good assessment. No child (in our care) will fall through the standards. Our classrooms work because we have respect for our students and they have respect for us. Our view is always looking towards the future. We are not singular in our presence in our schools - we interact and lead within our buildings. We are also aware that not everyone in our buildings are doing this. We recognize that we are often role models and we are OK with this. We all have learned to adapt to the continually changing educational environment. She encouraged us to complete the survey so that she can add to our responses that she has compiled thus far.

For teachers who have not yet participated (and who wish to do so) can request a packet from Cathy - the work should be turned in by the end of this school year so that the data can be compiled.

Dr. Tarr's presentation was followed by a report by Sarah Powley and "The Children of Willesden Lane." The Kindertransport program involved moving 10,000 children (primarily German Jews) from Germany to Holland, England or China in the late 1930s. As Hitler's regime continued, this program was changed from deportation to extermination. But, as a result of the program, many children were saved. This book is the story of a Lisa Jura's struggle against adversity -- one who was one of the children who was rescued who became a concert pianist. This is the story of her growing up during that tumultuous time of the Holocaust and how she got to be where she is today - the message of hope and anything that you have a passion for can sustain you during especially difficult times.

Sarah asked our input in terms of how this might be used in the classroom. Matt Walsh suggested that literary circles might be an effective way to integrate this book into classrooms (when it might not necessarily "fit" with traditional standards - depending on the grade level). This book might be a good candidate for inclusion on the Indiana state reading list (if we can get it through the appropriate processes). Some schools are making this book on their "city-wide" reading program.

Rick Crosslin added that the Children's Museum will have an exhibit next year called the "Power of Children" (including Ruby Bridges and Ryan White) where this book might be appropriately connected.



Rick made a presentation about *Dinosphere* and it's opening

this summer on June 11th. The process that the Children's Museum uses in terms of creating a new project is rather unique. Rick said that it has been so exciting to be a part of the production process as it nears its grand opening. The working design of the *Dinosphere* was presented. Teachers can register for the special preview night on May 4th by calling (317) 334-4000 or (800) 820-8214. There is no fee to attend this very special presentation and will be a great opportunity to participate in this tremendous exhibit.

Mike Frazier gave us an update of the IMEN brochure - he showed us the mockup of the trifold. He asked us what content we wanted to have on the inside of the brochure. Suggestions and comments were given (including leaving a blank area on the inside of the brochure for comments or notes, a "tear off" part of the page that would list the IMENs that could be used for a bookmark). A minimum of 1000 probably ought to be printed. Cathy Danyluk said that she would look for monies to pay for the brochures. John Frishie suggested that the final product (prior to production) should go out to California and that Jane Foley should also be included as part of the review process. Mike indicated that he would follow up via email regarding the inside content featuring the work of Sarah, Rick and Mark and their profiles. Photos need to include the written permissions (unless we use the ones that Milken could provide to us). Mike's email is [mfrazier@hanover.k12.in.us](mailto:mfrazier@hanover.k12.in.us). We need to have the information to Mike by March 30th. Mike will send to us a PDF document for us to complete and return via email.

Mark Weaver shared some information about *Kar2ouch* which is a **3D** 'smart board' type technology. *Crucible* is a new hot program which is used in science - physical science type activities. Again, it is using smart board technology and kids can interact electronically with the concepts being presented. The smart board technology is developed out of Calgary.



Mark and Sarah also updated the group about their work on the ISTEP+ tests for 7th and the 9th grades. Teachers were also encouraged to use Rose-Hulman's 1-877-ASK-ROSE homework help line along with the [www.rose-prism.org](http://www.rose-prism.org) website.

Our fall meeting will be on **Saturday, September 11th** - tentatively in Pike Township at Pen Products.

Respectfully submitted,  
Jan Carroll Weir